Words That Move

Track devices that guide an audience toward action.

ELA.8.R.3.4 "Explain how an author uses rhetorical devices to support or advance an appeal."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each rhetorical device you notice, then circle the nearby words that show whether it appeals to safety, fairness, or practical thinking.

A Shelter for Oak Street

1 Every afternoon, students stand beside Oak Street with backpacks pressed against their knees, watching dark clouds gather over the bus stop. There is no roof, no bench, and no dry place for a student using crutches or carrying a violin. A bus stop should be more than a pole beside traffic. It should be a safe place to wait. When rain soaks papers and wind chills younger riders, the missing shelter becomes impossible to ignore.

2 Some may say that a shelter costs too much, yet the city already spends money repairing water-damaged sidewalks near the stop. A simple roof and bench would protect students, older neighbors, and bus drivers who help riders board. What does it say about our community if we can light a parking lot all night but cannot cover children for ten minutes? We can plan carefully, spend wisely, and build once. We can choose a small improvement that serves people every day.

3 Last spring, the transit office recorded 1,240 weekday boardings at Oak Street, including many middle and high school riders. These numbers show that this is not a rare problem for a few people. Council members, you have the power to make waiting safer before the next storm season. Approve the shelter, post a clear construction date, and invite riders to suggest the best bench location. Let Oak Street show that practical choices can also be caring choices.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which details in paragraph 1 create imagery, and how do they support the author's appeal?

2. How does the rhetorical question in paragraph 2 advance the author's appeal?

3. How does the repeated phrase “We can” support the author's request in paragraph 2?

4. How do the statistic and direct address in paragraph 3 work together to support the appeal?

3 YOUR TURN

Your own words

Write exactly three sentences to a local decision maker about a different school or community need. Use at least one rhetorical device, such as repetition, a rhetorical question, or parallel wording, to advance an appeal to safety, fairness, or practical action.

ANSWER KEY

Words That Move

GRADE 8 · ELA.8.R.3.4

PART 1 · READ AND MARK

Underline each rhetorical device you notice, then circle the nearby words that show whether it appeals to safety, fairness, or practical thinking. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which details in paragraph 1 create imagery, and how do they support the author's appeal?	**Details such as backpacks pressed against knees, dark clouds, soaked papers, and chilling wind help readers picture riders' discomfort. They support an appeal for safety and care.**
2	How does the rhetorical question in paragraph 2 advance the author's appeal?	**It contrasts paying to light a parking lot with failing to cover children, pushing readers to question the community's priorities and feel responsible for fixing the problem.**
3	How does the repeated phrase “We can” support the author's request in paragraph 2?	**The repetition makes the plan sound practical and shared, showing that the shelter is a manageable solution.**
4	How do the statistic and direct address in paragraph 3 work together to support the appeal?	**The statistic shows that many people use the stop, and the direct address reminds council members that they have the power to act.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Library board, keep our public library open two evenings each week so students with jobs or family duties have time to study. How can every student be ready for class when the only quiet study space closes before many families get home? Open the doors later, open opportunities wider, and give learners a fair chance to succeed.

Accept supported explanations that accurately connect a device to an appeal, even if students identify different valid details. For Part 3, look for exactly three sentences, a clear need and audience, at least one rhetorical device, and an appeal that the device strengthens.